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ABSTRACT

Growing from an awareness of the significant increase in the number of professional books in the field of children's literature, this bibliography has been compiled to meet the needs of teachers, librarians, parents, and others interested in children and their books. The books selected represent new publications (since 1967) and revisions of or supplements to earlier works. The 145 entries are alphabetized by author within each of the following categories: bibliographies; biographies and biographical sketches of authors and illustrators; criticism; histories; indexes; research; teaching methodology; and textbooks. (AEA)

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BOOKS ABOUT CHILDREN'S BOOKS

An Annotated Bibliography

Compiled by
Virginia L. White
and
Emerita S. Schulte
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1979

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INTRODUCTION

During the first half of the twentieth century, a period often referred to as the "golden age" of children's literature, children's books emerged from the vast world of literature as a distinct and respectable genre. It has continued to prosper and to grow in scope and excellence. The numbers of authors and illustrators who devote all or part of their endeavors to the creation of books for children, as well as the prestigious awards which recognize their efforts, have increased. Public and school libraries have expanded their collections and services to include the needs and interests of their child patrons. Children's departments in bookstores have grown larger and offer more books of quality. More and more elementary schools have included children's literature explicitly in the language arts curriculum, either as the center or as a major component of the program.

With innovation and growth in a field of literary interest, comes the need for professional books. Thus, the number of professional books in the field of children's literature has increased significantly in the past decade. It is imperative that teachers, librarians, parents, and other persons interested in children and their books be aware of and acquainted with the growing numbers of books about children's books. This annotated bibliography has been compiled to meet the professional needs of these people.

The books selected for inclusion in the bibliography represent new publications and revisions of or supplements to earlier works. Books published before 1967 (even the highly acclaimed professional "classics") have been excluded, not because they are no longer of value or significance but because most serious students of children's literature know them.

To select books for the bibliography, the compilers examined partial bibliographies in textbooks and other professional books; recommended lists and critical commentaries in professional journals; and advertisements in catalogs, brochures, and professional journals. Each book was examined carefully, but no attempt was made to evaluate the book.

The books selected seemed to fall into eight categories: Bibliographies, Biographies and Biographical Sketches of Authors

and Illustrators, Criticism, Histories, Indexes, Teaching Methodology, Research, and Textbooks. These categories, however, are not exclusive; categories overlap, some more than others. A system of cross-referencing has been devised to help the user of the bibliography to identify relationships among categories.

The compilers wish to thank the Association, the readers of the manuscript, and especially Lloyd W. Kline, Faye Branca, and Romaine McElhaney for their valuable assistance. We also wish to thank the personnel of the Department of English at Ball State University for their support of this project and Betty R. Payne for her excellent typing and proofreading.

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The International Reading Association attempts, through its publications, to provide a forum for a wide spectrum of opinion on reading. This policy permits divergent viewpoints without assuming the endorsement of the Association.

PART I

Bibliographies

The bibliographies below list books selected according to a variety of criteria including literary quality, age and grade levels, format, intended use, and special recognition by critics and reviewers. The bibliographies, most of which are annotated, should prove valuable aids to all persons who are interested in children's books but especially to teachers, librarians, parents, students, and booksellers.

1. American Association of School Librarians. *Paperback Books for Children*. New York: Citation Press, 1972.

Intended as a guide for teachers and librarians who wish to start or supplement a paperback collection for classroom or library use, this annotated bibliography includes nearly 700 titles, fiction and nonfiction. The entries, most of which were recommended as hardbound books, are classified in three categories—picture books, fiction, and nonfiction. Each annotation includes price and recommended grade levels.

2. American Library Association. *Books for Children: Preschool through Junior High School*. Chicago: American Library Association, Annual 1965-1971.

These compilations of reviews of books for children and young adults, recommended by *The Booklist*, are intended to be buying guides for librarians and teachers. Each book is evaluated according to literary quality, accuracy, appropriateness of format to content, suitability of content and format to age level, appeal to children, and usefulness in libraries. The titles are arranged by subject according to a modified Dewey Decimal Classification. Each entry provides complete bibliographic and ordering information.

3. American Library Association. *Let's Read Together: Books for Family Enjoyment*, third edition. Chicago: American Library Association, 1969.

The 577 titles, listed and annotated, are arranged in twenty-one topical categories and by age levels within each category.

4. Arbuthnot, May Hill, et al. *Children's Books Too Good to Miss*, revised and enlarged edition. Cleveland, Ohio: The Press of Case Western Reserve University, 1971.

Each of the 230 books included in this annotated bibliography meets three criteria: it is good literature; it makes a significant contribution to a child's wisdom, merriment, or appreciation of beauty; and it has child appeal. The entries are categorized according to age levels: under six; six, seven, eight; nine, ten, eleven; and twelve, thirteen, fourteen. The final chapter of the book discusses a picture book by each of eighteen distinguished illustrators.

5. Association for Childhood Education International. *Bibliography of Books for Children*. Washington, D.C.: Association for Childhood Education International, 1974.

Revised triennially, this briefly annotated bibliography lists fiction and nonfiction books appropriate for preschool children to fourteen year olds. The books are arranged generally by age levels, with one section of books for early childhood and one for middle grade and older children. Within each section, books are categorized according to topics. Annotations include approximate age levels.

6. Baskin, Barbara H., and Karen H. Harris. *Notes from a Different Drummer: A Guide to Juvenile Fiction Portraying the Handicapped*. New York: R. R. Bowker, 1977.

This comprehensive guide includes 311 books written between 1940 and 1975. The titles, appropriate for children from ages five to eighteen, portray auditory impairment, cosmetic impairment, emotional dysfunction, general health problems, intellectual impairment, neurological impairment, orthopedic impairment, speech impairment, and visual impairment. The annotation for each title includes a reading level designation, a disability designation, a plot summary, and an analysis of the manner in which the book depicts each handicap. Although the annotated bibliography comprises the bulk of the book, it also includes four chapters which deal with the handicapped in society, the literary treatment of disability, the evaluation and use of literature depicting the handicapped, and patterns and trends in juvenile fiction portraying the handicapped (1940-1975). A title and subject index complete the book.

7. Bernstein, Joanne E. *Books to Help Children Cope with Separation and Loss*. New York: R. R. Bowker, 1977.

Separation and loss are defined broadly in this annotated bibliography of books for preschool through high school

students. The books included in the "Learning to Face Separation" section deal with new siblings, new schools, and new neighborhood situations. The section entitled "Coping with Tragic Loss" includes books dealing with death, divorce, desertion, illness, and war. In a third section, the books annotated deal with foster care, stepparents, and adoption. In addition to the bibliography, there is a section which discusses bibliotherapy as a means of helping young people cope with separation and loss. Appended is a nonannotated bibliography of books and periodicals which deal with separation, loss, and bibliotherapy.

8. Buttlar, Lois, and Lubomyr Wynar. *Building Ethnic Collections: An Annotated Guide for School Media Centers and Public Libraries*. Littleton, Colorado: Libraries Unlimited, 1977.

This annotated bibliography lists reference, fiction, and nonfiction books; curriculum publications; and media materials about forty-four selected ethnic groups in the United States. A section of general titles on ethnicity is also included. Grade level ranges are indicated and books for adults are identified.

9. Children's Book Council. *Children's Books: Awards and Prizes*. New York: Children's Book Council, 1977.

The honors awarded in the children's book field are separated into three categories: United States Awards, British Commonwealth Awards, and International Awards. Each entry gives a brief history of the award followed by a nonannotated list of all books receiving the award. The 1977 edition includes eighty-six awards.

10. Cianciolo, Patricia (Ed.). *Adventuring with Books*, new edition. Urbana, Illinois: National Council of Teachers of English, 1977.

This comprehensive, fully annotated bibliography includes titles of approximately 2,500 books, fiction and nonfiction, appropriate for children from four through fourteen years of age. The titles, selected because of high potential interest for young readers and a significant degree of literary merit, are arranged according to type and subject. Approximate age levels are given for each title.

11. Cianciolo, Patricia (Ed.). *Picture Books for Children*. Chicago: American Library Association, 1973.

The purpose of this title is "...to identify and describe picture books which will provide children with enjoyable, informative, and discriminating literary experiences; foster the habit of reading; and initiate an appreciation for an understanding of the beautiful and creative in the graphic arts." The entries, which

include fiction, nonfiction, and poetry, are classified in four categories: Me and My Family, Other People, The World I Live In, and The Imaginative World. The annotations comment on the story or theme, the style of art, and the media employed in the illustrations.

12. Dill, Barbara E. (Ed.). *Children's Catalog*, thirteenth edition. New York: H. W. Wilson, 1976.

Revised every five years, with yearly supplements between revisions, this work is a basic collection of books for children from preschool through the sixth grade. The thirteenth edition includes 5,415 titles, each listed twice—in the classified catalog and in the author, title, subject, and analytical index.

13. Greene, Ellin, and Madalynne Schoenfeld (Eds. and Comps.). *A Multimedia Approach to Children's Literature: A Selective List of Films, Filmstrips, and Recordings Based on Children's Books*, second edition. Chicago: American Library Association, 1977.

Designed as a buying guide to quality, book related nonprint materials for children from preschool to grade six, this bibliography was compiled by people from a wide range of professions concerned with children and their reading. Approximately 225 films, 300 filmstrips, and 375 recordings are listed. The entries are arranged alphabetically by book title; the 550 titles include picture books, traditional literature, fiction, and poetry. Included also are multimedia materials by and about authors and illustrators of children's books.

14. Haviland, Virginia. *Children's Literature: A Guide to Reference Sources*. Washington, D.C.: Library of Congress, 1966; first supplement, 1972.

The items in this cross-referenced, annotated bibliography include books, articles, and pamphlets selected because of their estimated usefulness to adults concerned with children's literature, here considered to be nontextbooks for children up to fourteen years of age. Areas covered include history and criticism, authorship, illustration, bibliography, books and children, the library and children's books, international studies, and national studies. A supplementary volume, published in 1972, follows the same format.

15. Kujoth, Jean. *Best Selling Children's Books*. Metuchen, New Jersey: Scarecrow Press, 1973.

Nine hundred fifty-eight best sellers, defined as inprint juvenile trade books that have sold 100,000 or more copies, are annotated and listed in six ways: by author, title, illustrator, year of original publication, number of copies sold, and age level.

16. Odland, Norine (Ed.). *New Books for Young Readers*. Minneapolis: College of Education, University of Minnesota, 1976.
This annotated bibliography includes approximately 500 new trade books for children aged three to young adults. It is divided into two parts according to the age levels for which the books are appropriate: Part 1, ages three to thirteen; Part 2, ages twelve to young adult. Within each part, books are recommended for "younger" or "older" readers.
17. Perkins, Flossie L. *Book and Nonbook Media*. Urbana, Illinois: National Council of Teachers of English, 1972.
The entries, fully annotated and arranged in alphabetical order according to title, are selection aids for educational materials. Many are closely related to children's literature and its uses. All entries are indexed according to the age level of the students for whom they are intended, according to title, and according to author.
18. Reid, Virginia M. (Ed.). *Reading Ladders for Human Relations*, fifth edition. Washington, D.C.: American Council on Education, 1972.
Reflecting the basic purpose of the fifth edition, to foster positive human relations, the annotated entries develop four ladders or themes: creating a positive self image, living with others, appreciating different cultures, and coping with change. Each theme is divided into subthemes within which the entries are arranged by maturity levels from primary grades through high school. Several short articles preceding the bibliographical entries suggest ways of bringing children and books together.
19. Spache, George. *Good Reading for Poor Readers*, ninth edition. Champaign, Illinois: Garrard, 1974.
This comprehensive bibliography presents briefly annotated entries for a variety of materials suitable for poor readers: trade books, textbooks, workbooks, games, magazines, newspapers, and series books. Included also are entries for reading lists, indexes, programed materials, and resources for teachers of the disadvantaged. Four chapters on teaching methodology precede the bibliography entries.
20. Spache, George. *Good Reading for the Disadvantaged Reader: Multiethnic Resources*. Champaign, Illinois: Garrard, 1975.
Many of the briefly annotated entries in this comprehensive bibliography are categorized according to minority groups: the Black American, the American Indian, the Eskimo, the Mexican American, and the Puerto Rican. Other entries are categorized according to areas of the curriculum and teaching materials.

Within each category, books are arranged by grade levels. Three chapters present general discussions on self concept and reading instruction for the disadvantaged.

21. Sutherland, Zena (Ed.). *The Best in Children's Books, 1966-1972*. Chicago: University of Chicago Press, 1973.

The major portion of this book is devoted to 1,400 reviews of books for children of all ages which first appeared in the *Bulletin of the Center for Children's Books* and received a rating of "Recommended." The reviews (which evaluate the books in terms of uses, appeals, and literary quality) are arranged in alphabetical order by authors' names. Appended are six useful indexes: title index, developmental values index, curricular use index, reading level index, subject index, and type of literature index.

22. Ziegler, Elsie B. *Folklore: An Annotated Bibliography and Index to Single Editions*. Westwood, Massachusetts: F. W. Faxon, 1973.

Approximately 390 single editions of epics, fables, folk songs, folktales, legends, myths, and nursery rhymes from all over the world are presented in an annotated, cross-referenced bibliography. Each of the tales is included in five indexes: subject index with eighty-six headings, motif index with sixteen motifs, country index, type of folklore index, and illustration index. The book would be useful to librarians, teachers, and researchers.

See also entries numbered 39, 50, 53, 54, 64, 73, 76, 79, 80, 83, 94, 112, 128, 139, 145.

PART 2

Biographies and Biographical Sketches of Authors and Illustrators

The titles included in this section are generally of two types: book length biographies and collections of short biographical and autobiographical sketches. They provide basic facts and interesting anecdotes about the people who have created children's books and, in many instances, present valuable insights into the nature of the creative process. This information helps authors and illustrators come alive for all readers of children's books, and most particularly for young people.

23. Bredsdorff, Elias. *Hans Christian Andersen*. New York: Charles Scribner's Sons, 1975.

Andersen, obsessed with writing about himself and his life, left behind several autobiographies, autobiographical sketches, and diaries which spanned most of his life. In addition, he was a prolific letter writer and thousands of his letters have been preserved. These sources, quoted from extensively by Bredsdorff, provide the basis for his biography of Andersen. Although the major portion of the volume is devoted to Andersen's life from birth to death, the final third of the book presents a critical study of his tales. Numerous black and white photographs and drawings of Andersen and his contemporaries, as well as reproductions of his intricate paper cuttings, are interspersed with the text.

24. Commire, Anne (Ed.). *Something about the Author*. Detroit: Gale Research Company, Volumes 1-12, 1971-1977.

Each volume contains biographical data about more than 200 authors and illustrators of children's books. Photographs of the subjects and representative illustrations from their books are included. The "sidelights" component, written by the author or illustrator, provides insight into the subject's personal view of literature for young people. The series is useful to librarians, teachers, and children's literature students of all ages.

25. Commire, Anne (Ed.). *Yesterday's Authors of Books for Children*. Detroit: Gale Research Company, 1977.

Biographical information on authors and illustrators who died before 1961 is included in this volume which is similar in format to the *Something about the Author* series.

26. DeMontreville, Doris, and Donna Hill (Eds.). *Third Book of Junior Authors*. New York: H. W. Wilson, 1972.

Earlier volumes were published in 1951 and 1963. Each volume contains sketches, either biographical or autobiographical, of about 250 authors and illustrators of books for young children and a selected list of the subjects' books. New to this third edition is reference to other biographical sources.

27. Doyle, Brian (Comp. and Ed.). *The Who's Who of Children's Literature*. New York: Schocken Books, 1968.

Included in this volume are brief biographical sketches of approximately 300 authors and illustrators who made notable contributions to children's literature from the early nineteenth century to the present. Titles of the subject's works are included within the sketches.

28. Engen, Rodney K. *Randolph Caldecott: "Lord of the Nursery."* New York: Two Continents, 1976.

Over seventy of Caldecott's illustrations (some in color) are reprinted with identification, history, and commentary by the author. The author has written a short biography of Caldecott and has compiled a list of his works: books, periodicals, oil paintings, and sculpture.

29. Ernest, Edward (Ed.), assisted by Patricia Tracy Lowe. *The Kate Greenaway Treasury*. Cleveland, Ohio: World Publishing, 1967.

The text of the book includes a biographical sketch of Kate Greenaway, a selection of her letters to and from John Ruskin, and an excerpt of a tribute to her by Anne Carroll Moore. A selection of Greenaway works, including her *Mother Goose* (selections), *A Apple Pie* (complete), and Browning's *The Pied Piper of Hamelin* (complete) are reproduced in color.

30. Hoffman, Miriam, and Eva Samuels (Eds.). *Authors and Illustrators of Children's Books: Writings on Their Lives and Works*. New York: R. R. Bowker, 1972.

This book of readings is a collection of biographical articles about fifty authors and illustrators of children's books selected from various sources published from 1950 to 1971. Where appropriate, the editors have added notes updating information in the articles.

31. Hopkins, Lee Bennett. *Books Are by People*. New York: Citation Press, 1969.

Human interest anecdotes as well as statistical information are revealed in these 104 interviews with authors and illustrators of children's books. Each printed interview includes a photograph and a list of the subject's books and, for illustrators, a representative illustration. The book would be especially useful to teachers and librarians to help to make authors and illustrators "come alive" for children.

32. Hopkins, Lee Bennett. *More Books by More People*. New York: Citation Press, 1974.

The author uses the same format as for *Books Are by People* to present interviews with sixty-five more authors and illustrators.

33. Hutchins, Michael (Ed.). *Yours Pictorially: Illustrated Letters of Randolph Caldecott*. New York: Frederick Warne and Company, 1976.

Unedited letters written by Randolph Caldecott to his friends and associates are arranged in alphabetical order according to the recipient. A chronological list of the letters is appended. Many of the letters contain reprints of sketches which Caldecott often included in his letters. Footnotes by the editor explain what might otherwise be obscure references in the letters.

34. Kingman, Lee (Ed.). *Newbery and Caldecott Medal Books, 1966-1975*. Boston: The Horn Book, 1975.

For each Newbery Medal Book, there is a brief synopsis, an excerpt from the book, the winner's acceptance speech, and a biographical sketch with photograph. For each Caldecott Medal Book, there is a brief synopsis, a representative illustration from the book, the illustrator's acceptance speech, and a biographical sketch with photograph. Companion volumes are *Newbery Medal Books, 1922-1955*; *Caldecott Medal Books, 1938-1957*; and *Newbery and Caldecott Medal Books, 1956-1965*.

35. Kingman, Lee, Joanna Foster, and Ruth Giles Lontoft (Comps.). *Illustrators of Children's Books, 1957-1966*. Boston: The Horn Book, 1968.

Similar in format to the earlier volumes (*Illustrators of Children's Books, 1744-1945* and *Illustrators of Children's Books, 1946-1956*), this volume contains brief biographies of 452 illustrators active from 1957 to 1966. A bibliography of the illustrators' works is included.

36. Larkin, David (Ed.). *The Art of Nancy Eckholm Burkert*. New York: Harper and Row, 1977.

This oversize book contains over fifty color illustrations by

Burkert. The introduction to the book is a biography of the illustrator.

37. Ward, Martha E., and Dorothy A. Marquardt. *Authors of Books for Young People*, second edition. Metuchen, New Jersey: Scarecrow Press, 1971.

A revision of the first edition (1964) and its supplement (1967), this book contains brief biographical sketches of over 2,000 authors of children's books. Many hard-to-find biographies are included. Where appropriate, references are given to other biographical sources.

38. Wintle, Justin, and Emma Fisher. *The Pied Pipers*. New York: Paddington Press, 1975.

The authors interviewed twenty-five creators of children's books, some American and some British. The interviews are presented in question and answer form. Each interview is introduced with a brief biographical sketch and a list of the subject's books is addended.

See also entries numbered 41, 43, 44, 48, 70, 84, 144.

PART 3

Criticism

The titles included in this section are devoted primarily to the analysis of and the critical commentary about text and illustrations in children's books. Discussed in the titles is a variety of critical issues such as the purpose of criticism of books for children, the nature of various genres, the evaluation of illustrations, and the presentation of minority groups in children's books. This section of the bibliography should be of particular interest to the serious student of children's literature.

39. Alderson, Brian. *Looking at Picture Books 1973*. New York: Children's Book Council, 1974.

This catalog for the exhibition, *Looking at Picture Books 1973*, reflects the two aims of the exhibition: first, "...to show something of the range of current picture books for children;" and second, "...to suggest a critical standpoint for their judgment." For purposes of comparison and contrast, the 379 books are presented in one of thirteen categories: At First Sight (books presenting a random series of pictures of common objects), Alphabet Books, Counting Books, About the House, A Compendium (includes only Sendak's "The Nutshell Library"), The Picture of Nursery Rhymes, Simple Stories, At the Point of Reading (books designed for reading instruction), Pictures and Play: The "Alternative Book," Stories without Words, Traditional Stories, The Novel in Pictures, and Audio-Viz (books rendered in films and filmstrips). Selected illustrations from the picture books are presented in black and white reproductions. Appended is an annotated bibliography of books and articles on picture books.

40. Bechtel, Louise Seaman. *Books in Search of Children*. New York: Macmillan, 1969.

Selected by Virginia Haviland, the twenty-six papers and lectures in this volume span four decades—1927-1966—in the life of Louise Seaman Bechtel, head of the first juvenile department in a United States publishing house and, later, director of *The*

Horn Book. The papers are presented in four sections: Of the Making of Books, Of Authors and Artists, Of Children and Books, and Of Times and Trends. A tribute to Louise Seaman Bechtel by Virginia Haviland prefaces the book.

41. Behn, Harry. *Chrysalis: Concerning Children and Poetry*. New York: Harcourt Brace Jovanovich, 1968.

In this collection of essays, revised from lectures presented in many parts of the United States, Harry Behn talks of childhood and poetry. In an autobiographical vein, he describes the influence of the Indians during his formative years in Arizona and the memories of events and people who inhabited the small town of his childhood. He speaks of William Blake, e. e. cummings, and Randall Jarrell. He celebrates the innocence and wonder of childhood and explains why he chose to write for children.

42. Bettelheim, Bruno. *The Uses of Enchantment: The Meaning and Importance of Fairy Tales*. New York: Alfred A. Knopf, 1976.

Child psychologist Bruno Bettelheim received a National Book Award in 1977 for this volume of criticism in which he analyzes a number of familiar fairy tales and argues for their importance to childhood. In the first portion of the book, *A Pocketful of Magic*, he describes specifically how fairy tales support children and help them cope with their feelings. He contends that fairy tales, more than other kinds of literature, deal in a profound way with frightening childhood emotions and questions children have about themselves and their world. The second portion of the book, *In Fairy Land*, is devoted to a careful examination, from a Freudian point of view, of seven familiar fairy tales: "Hansel and Gretel," "Little Red Riding Hood," "Jack and the Beanstalk," "Snow White," "Goldilocks and the Three Bears," "Sleeping Beauty," and "Cinderella."

43. Blishen, Edward (Ed.). *The Thorny Paradise: Writers on Writing for Children*. Harmondsworth, Middlesex, England: Penguin Books, 1975.

Twenty-two distinguished writers of fiction for children, twenty of them British, are represented in this collection of essays on children's literature. Several of the essays deal with general topics; others are more personal, some describing specific ways authors go about their writing. A number of the authors, in one way or another, dispel the notion that writing for children is somehow different from and inferior to writing for adults. Among the authors represented are Geoffrey Trease, Joan Aiken, Jill Paton Walsh, Rosemary Sutcliff, Penelope Farmer, Philippa

Pearce, Richard Adams, Russell Hoban, and Ursula LeGuin. Brief notes on the contributors conclude the book.

44. Block, Ann, and Carolyn Riley (Eds.). *Children's Literature Review*. Detroit: Gale Research Company, Volumes 1-3, 1976, 1978.

The purpose of this series is to provide quick reference to criticism and commentary on children's authors and their works. The entry for each author includes a brief biographical sketch with references to other biographical sources; general commentary and/or commentary by the author on his/her total body of works; and excerpts from reviews and critical commentary on specific titles by the author. The series would be particularly useful for teachers and students who wish to research a specific author.

45. Blount, Margaret. *Animal Land: The Creatures of Children's Fiction*. New York: William Morrow and Company, 1974.

Blount establishes the ubiquity of animal stories, saying, "...again and again these animal stories are the kind that everyone when young is given...." Adults, she thinks, write animal fantasies because they like animals or because they dislike humans or because they are concerned with moral issues and use animals to comment on the human race. The critical discussion of historical and modern animal fantasies, from the fables of Aesop to Selden's *The Cricket in Times Square*, is presented in three parts. Part 1, Animal Fable, is devoted to the animal in folklore, fable, moral tale, and satire. Part 2, Animal Fantasy, describes various kinds of animals which appear in children's fiction. Part 3, Animal's Eden, presents a critical view of animal fantasy in which animals have reached a state of perfection and wisdom not yet attained by humans. The majority of the many books discussed in this volume were written by British authors.

46. Briggs, Katharine M. *A Dictionary of British Folktales in the English Language*, Part A, Volumes 1 and 2; Part B, Volumes 1 and 2. Bloomington, Indiana: Indiana University Press, 1970.

The tales included in the dictionary are not translated but originally told in English. Part A deals with folk narratives, defined as folk fiction told for the purposes of teaching or amusing. Part B deals with folk legends, defined as tales once believed to be true. Provided in the four volumes are the sources of the tales, an index of tale types, and the tales themselves, some given at full length, some summarized. Many of the tales were transcribed directly from a narrator.

47. Broderick, Dorothy M. *Image of the Black in Children's Fiction*. New York: R. R. Bowker, 1973.

Based on the author's doctoral dissertation, this study is a critical analysis of the image of the black that emerges from children's books published in the United States between 1827 and 1967. The author concludes that the books fall primarily into two categories: the condescendingly racist book and the traditionally liberal, do-gooder book. She feels that in only one book published during the designated period, *Mary Jane* by Dorothy Sterling, does the character "... face a realistic situation with a reasonably realistic resolution." A bibliography of children's books on which the study is based is appended.

48. Cameron, Eleanor. *The Green and Burning Tree*. Boston: Little, Brown, 1969.

The author states that this collection of eleven essays on the writing and enjoyment of children's books is "... concerned with appreciation rather than with criticism." The three essays in Part 1 are devoted to fantasy—the qualities of great fantasy, the creation of place in fantasy, and the unique characteristics of time fantasy. In Part 2 the author turns her attention to writing itself—elements of style, the importance of a sense of place in writing, and the necessity for integrity in writing for children or adults. Part 3, which looks at the child and the books, emphasizes the importance of imagination as a characteristic in children and as an indispensable element in books for children. The three essays in Part 4 provide glimpses into the lives of several well known authors.

49. Carlson, Ruth Kearney. *Emerging Humanity: Multiethnic Literature for Children and Adolescents*. Dubuque, Iowa: Wm. C. Brown Company, 1972.

The three chapters in Part 1 of this two part book clarify definitions and values for understanding ethnic literature, establish criteria for evaluating ethnic literature, and present ideas for teaching young people and adults to appreciate ethnic literature. The five chapters in Part 2 deal with the literature of four ethnic groups: the black African, the black American, the American Indian, and the Mexican American. Each of the eight chapters concludes with questions and suggestions for projects designed for the adult reader of the book and nonannotated bibliographies of books for children, arranged by school levels.

50. Cianciolo, Patricia. *Literature for Children: Illustrations in Children's Books*, second edition. Dubuque, Iowa: Wm. C. Brown Company, 1976.

It is the author's intention that the information in this book will help the student of children's literature "...to become familiar with the varieties of illustrated books that are available for children; to acquire the rudiments of information about the styles of art in the pictures that contemporary artists use in their illustrations; to appreciate the impact that the artist's media have on his creations; and to acquire some insight into the methods that can be used to create in children a keener awareness and an attitude of critical evaluation of the illustrations in the stories that they read." Toward these ends, the author discusses the appraisal of illustrations, the styles of art in children's books, the media and techniques employed by artists, and the use of illustrations in the classroom. Included is an extensive annotated bibliography of illustrated books.

51. Cook, Elizabeth. *The Ordinary and the Fabulous: An Introduction to Myths, Legends, and Fairy Tales*, second edition. Cambridge: Cambridge University Press, 1976.

The purpose of this book, written for teachers, librarians, parents, and all others interested in telling stories to children, is to demonstrate that fabulous stories illuminate and enhance understanding of the ordinary world. Chapter 1 gives a brief account of ways of interpreting myths and fairy tales; Chapter 2 surveys stories of four main European traditions of myth and fantasy; Chapter 3 presents practical suggestions for storytelling and related creative activities; Chapter 4 analyzes scenes from seven stories, and provides a short list of children's books, classified and annotated. Also included are bibliographies of books for adults related to the interpretation and presentation of myths, legends, and fairy tales in the classroom.

52. Crouch, Marcus. *The Nesbit Tradition: The Children's Novel in England 1945-1970*. Totowa, New Jersey: Rowman and Littlefield, 1972.

In this critical study of books for postprimary grade children, the author has used, "...the aid of all the criteria applied to books read by adults and with one additional consideration—accessibility." Arranged by genre and topic, the books are evaluated in terms of vivid and sustained narrative, honest and consistent characterization, critical examination of society, and appropriate style. Included are adventure, science fiction, historical fiction, humor, fantasy, and modern realistic fiction. Concluding the book is a list of twenty novels for children which the author considers of special interest to adults.

53. Cullinan, Bernice E. *Literature for Children: Its Discipline and Content*. Dubuque, Iowa: Wm. C. Brown Company, 1971.

The author examines narrative fiction for children in an attempt to construct a literature curriculum based on literary elements. The book is intended for critics, teachers, parents, librarians, and all who select books for children and guide their reading. Chapter 1 presents the tools of the critic of adult literature and demonstrates how these tools can be used to determine literary quality in books for children. Chapters 2, 3, and 4 deal with significant aspects of good literature for children: literary form, literary elements, and literary style. The final chapter offers specific suggestions for helping children recognize literary quality in books written for them. Each chapter includes activities designed to extend the concepts presented and a bibliography (not annotated) of pertinent references for both children and adults. An Annotated Bibliography of Literary Criticism and Children's Literature concludes the book.

54. Egoff, Sheila. *The Republic of Childhood: A Critical Guide to Canadian Children's Literature in English*, second edition. Toronto, Ontario: Oxford University Press, 1975.

The purpose of this critical study is to assess the extent to which Canadian children's books, published since 1950, meet standards for selecting and guiding children's reading. Considered are traditional literature, fantasy, historical fiction, realistic fiction, biography, poetry, drama, and picture books. Each chapter first examines the main features of the type of writing under consideration, then discusses specific titles from Canada and other countries. At the conclusion of each chapter is an annotated list of Canadian children's books. Added to this second edition is another section on Eskimo legends. In the introduction, the author discusses trends and changes in Canadian children's literature since the publication of the first edition of the book in 1967.

55. Egoff, Sheila, et al. (Eds.). *Only Connect: Readings on Children's Literature*. New York: Oxford University Press, 1969.

The contributors to this collection of articles and essays represent much of the English speaking world: Canada, the United States, Great Britain, Scotland, and Australia. Among the illustrious authors and illustrators are Roger Lacelyn Green, Rumer Godden, J. R. R. Tolkien, Lillian H. Smith, C. S. Lewis, Rosemary Sutcliff, Edward Ardizzone, and Roger Duvoisin. Each article/essay is related to one of six major topics: Books and Children, Fairy Tales, Fantasy, Animals, Historical Fiction, Some Writers and Their Books, Illustration, and The Modern

Scene. The primary aim of the collection, as stated by the editors, is "...to find selections that deal with children's literature as an essential part of the whole realm of literary activity, to be discussed in the same terms and judged by the same standards that would apply to any other branch of writing." Appended are notes on contributors and a selected bibliography.

56. Ellis, Anne W. *The Family Story in the 1960s*. Hamden, Connecticut: Archon Books, The Shoestring Press, 1970.

The aims of this book are to arouse interest in family stories, to point out trends in family stories published in the 1960s, and to investigate the international nature of the family story in the same decade. Three aspects of family life are examined: human relationships, everyday life, and problems faced by family members. The books included are limited to British editions available in the 1960s. A list of the titles and authors of all books mentioned concludes the study.

57. Eyre, Frank. *British Children's Books in the Twentieth Century*. New York: E. P. Dutton, 1971.

Like its predecessor, *Twentieth Century Children's Books*, published in 1952, this slightly revised and considerably expanded study is concerned primarily with original work by British writers and illustrators. Its primary purpose is to examine trends in British children's literature, 1900-1970, and to call attention to outstanding books of fiction published during that period. The opening chapter presents an historical survey of British children's literature; the subsequent three chapters discuss picture books, "in-between" books for the post-infant period, and fiction arranged in categories such as "School Stories," "Historical Stories," and "Novels for Young Readers." In the concluding chapter, Eyre assesses progress made and yet to be made in the field of children's literature. Three appendices provide useful information: one discusses regional writing in Commonwealth nations; a second lists books and authors who have won prestigious awards in Britain, Australia, New Zealand, and Canada; and the third consists of a select bibliography of books about children's books, briefly annotated.

58. *Feminists on Children's Media. Little Miss Muffet Fights Back*. Flushing, New York: The Feminist Book Mart, 1974.

Primarily a critical review of three hundred children's books which do not promulgate sex stereotypes, this publication also provides information on how to order books, how to get children's books published, how to work for change in children's book publishing, and where to find articles and reports on sexism.

59. Fenwick, Sara Innis (Ed.). *A Critical Approach to Children's Literature*. Chicago: The University of Chicago Press, 1967. Papers presented at the Thirty-first Annual Conference of the Graduate Library School of the University of Chicago make up the contents of this volume. The view of the conference is that children's literature, as commentary upon life, should be regarded as a segment of all serious literature. The focus is on the literature itself, its evaluation and interpretation. Considered in the papers are literary criticism as applied to children's books, the psychological significance of children's literature and the sociological setting of children's reading, types of literature for children, and the evaluation of books for children. Notes on the contributors conclude the volume.
60. Field, Elinor Whitney. *Horn Book Reflections: On Children's Books and Reading*. Boston: The Horn Book, 1969. A sequel to *A Horn Book Sampler*, edited by Norma R. Fryatt, this volume contains selected articles which appeared in *The Horn Book Magazine* from 1949-1966. The articles address themselves to artists' inspirations; guidelines for writers and illustrators; the writing and evaluation of historical fiction, poetry, and fantasy; and family reading and storytelling. Biographical sketches of the contributors conclude the book.
61. Fisher, Margery. *Who's Who in Children's Books: A Treasury of the Familiar Characters of Childhood*. New York: Holt, Rinehart and Winston, 1975. Hundreds of fictional characters from children's books are not only identified but also discussed critically. The author has attempted to place the characters in their settings and circumstances, to discuss their identities, and to describe the authors' approaches to the characters. The book is dictionary-like in its arrangement, with the characters discussed in alphabetical order. Many illustrations from children's books decorate the volume.
62. Fox, Geoff, et al. (Eds.). *Writers, Critics, and Children*. New York: Agathon Press, 1976. First published in *Children's Literature in Education*, these twenty-three essays by children's book authors and critics deal with a wide range of topics. Part 1 presents points of view about writing for children by authors of children's books; Part 2 is concerned with critics, evaluation, and writing about children's books; and Part 3 deals with the young readers of children's books and ways of deepening their enjoyment and appreciation of reading. With few exceptions, the contributors to this volume are British writers and critics.

63. Gersoni-Stavn, Diane (Ed.). *Sexism and Youth*. New York: R. R. Bowker, 1974.

Inspired by the women's liberation movement, this anthology is a collection of analytical essays, personal reminiscences, community studies, government reports, and resource lists dealing with sexism in socialization, education, children's literature, and the media. The book focuses on materials appropriate for students in kindergarten through twelfth grade; its coverage of sex role stereotyping of males as well as of females is limited to America. Of particular interest to the student of children's literature is Section 3, Books: Propaganda and the Sins of Omission, which presents articles on sexism in trade and textbooks designed for students in elementary and secondary schools.

64. Grambs, Jean D., et al. (Eds.). *Black Image: Education Crpes with Color*. Dubuque, Iowa: Wm. C. Brown Company, 1972.

This collection of essays about textbooks and literature for young people from preschool through twelfth grade is directed at teachers, librarians, supervisors, administrators, and laypersons active in book selection for young people. It examines the values implicit in the books and the ways in which young readers may be influenced by them. Of particular interest to the student of children's literature is Chapter 8 which discusses how children's literature can be used to improve racial understanding. Appended are an annotated bibliography of integrated and black books for children arranged by age levels and a nonannotated bibliography of research and commentary on the contents of textbooks and literary media.

65. Haviland, Virginia (Comp.). *Children and Literature: Views and Reviews*. Glenview, Illinois: Scott, Foresman, 1973.

Of particular interest to people who are involved in the writing, distribution, and uses of children's books, this volume of readings from many sources includes essays, criticism, and statements of trends in children's literature. The compiler states that her "...aim has been to make readily available both the historical background and the broad range of subjects and issues covered in a library science or teacher education course in children's literature." Approximately half of the selections deal with the history of and basic issues in children's literature and with criticism of children's books. The remainder of the selections discuss the major genres in children's books and present a study of children's literature in eight major foreign countries. Each chapter is introduced with an overview of the issue addressed; each selection is preceded by a headnote that provides information about the author.

66. Heins, Paul (Ed.). *Crosscurrents of Criticism: Horn Book Essays 1968-1977*. Boston: The Horn Book, 1977.

In the tradition of *A Horn Book Sampler* and *Horn Book Reflections* (predecessors to this volume), this is a collection of selected articles printed in *The Horn Book Magazine* during a given period. The articles, chosen to present an "ongoing dialogue among authors and critics," are grouped in sections according to the governing idea presented in the articles. They include Status, Classification, Standards, At Critical Cross-Purposes, The International World of Children's Books, and Translation. All reflect the underlying theme of the book, the value and purpose of criticism of children's books. In addition to these subdivisions which reflect an emphasis on critical issues are sections on current fiction, fantasy, humor, and historical fiction.

67. Higgins, James E. *Beyond Words: Mystical Fancy in Children's Literature*. New York: Teachers College Press, 1970.

The author includes in the classification "fancy" all those stories that retain "the ancient quality of magic that is found in fairy tales." Mystical fancy is that segment of mode: a fancy concerned with the great mysteries of life; it deals with a spiritual universe and communicates with the inner child. Higgins writes about some of the authors of mystical fancy—George MacDonald, W. H. Hudson, C. S. Lewis, Antoine St. Exupéry, J. R. R. Tolkien, Lewis Carroll, Kenneth Grahame, Hugh Lofting, Beatrix Potter—then devotes the major portion of his book to a discussion of the qualities of mystical fancy. To illustrate and give substance to these qualities the author draws heavily from passages in Lewis' *The Chronicles of Narnia*, St. Exupéry's *The Little Prince*, Tolkien's *The Hobbit*, and MacDonald's *At the Back of the North Wind* and his *Princess* stories. Emphasized throughout is the importance of spiritual concerns (things not seen) over material things in the development of a sense of security in the child of today's world.

68. Hunter, Mollié. *Talent Is Not Enough*. New York: Harper and Row, 1976.

The five essays which comprise this book, delivered originally as lectures, attempt to delineate certain factors which Hunter believes endure in writing for children. Stated clearly in the lead essay, "Talent Is Not Enough," and implicit in the subsequent essays is the idea that talent alone is not enough to create a good book. Behind every good book there must be a person for whom life has hammered out a philosophy, shaped a mind, and tempered a spirit. Author of several books for young people and

winner of the prestigious Carnegie Medal, Hunter is well qualified to discuss—as she does in this book—historical fiction, fantasy, folklore, and the uses of language in books for children.

69. *Issues in Children's Book Selection*. New York: R. R. Bowker, 1973.

A collection of twenty-nine articles first printed in the *School Library Journal*, this volume presents various points of view on controversial issues related to the selection of children's books. Among the topics examined are current practices in evaluating children's books, censorship and intellectual freedom, biases and prejudices appearing in children's literature, and subjects/themes/forms currently popular in children's books. An introduction by Lillian Gerhardt, Editor-in-Chief of the *School Library Journal*, provides an overview of the contents of the book and identifies areas of children's literature neglected in critical commentary.

70. Jan, Isabelle. *On Children's Literature*. New York: Schocken Books, 1974.

Dealing primarily with French and English literature, Jan considers children's literature as a distinct genre in the mainstream of all literature. Portions of the book dwell on the history of children's literature, examining its sources in folktale, ballad, and the first literature written specifically for children in the eighteenth century. Jan also writes about contemporary books for children, examining basic themes that appear often. Brief biographical sketches of 165 authors are appended.

71. Karl, Jean. *From Childhood to Childhood*. New York: John Day Company, 1970.

The author states in the Foreword that this book is an attempt by one editor of children's books "...to make a pattern of what I have learned and what I think about children's books now, some twenty years after I first began a serious pursuit of them." The ten essays deal with a variety of topics; among them are a definition of children's books, authors who write for children, criteria for evaluating children's books, the steps in publishing a children's book, and reading a children's book. The final chapter is a short, briefly annotated bibliography of books about children's books.

72. Kingston, Carolyn T. *The Tragic Mode in Children's Literature*. New York: Teachers College Press, 1974.

In the Introduction the author states that her purpose is "to find the shape of tragedy in children's literature and to examine notable examples of this literature." Toward that end she

examines in detail fifty-five books of realistic fiction appropriate to eight-to-twelve year olds, published between 1916 and 1969. The books are grouped in categories which reflect children's basic fears—rejection, entrapment, loss, horrors of war, and being vulnerable. Kingston differentiates between literature that makes tragedy life enhancing and literature that is merely a recital of catastrophe. She concludes by identifying and discussing five distinguishing characteristics exhibited by the tragic mode in literature for children.

73. Lanes, Selma G. *Down the Rabbit Hole: Adventures and Misadventures in the Realm of Children's Literature*. New York: Atheneum, 1971.

A major purpose of this collection of thirteen essays, all written by the author, is "...to seek out and perhaps isolate the units of measurement that distinguish the true literature of early childhood from the quantities of dross annually published." The essays address a variety of topics spanning many years of publishing in children's literature, from Kate Greenaway to Maurice Sendak, from Clement Moore to Dr. Seuss. Appended is an annotated bibliography of books which the author deems worthy for children between ages two and seven.

74. Lukens, Rebecca J. *A Critical Handbook of Children's Literature*. Glenview, Illinois: Scott, Foresman, 1976.

The purpose of this handbook is to set forth standards, the application of which forms the basis for evaluating the literary worth of books for children. The author believes these standards should be the same standards used in evaluating literature for adults which differs from children's literature only in degree, not in kind. Accordingly, in various chapters, she discusses the elements she believes to be "...common to all imaginative literature—character, plot, setting, point of view, style, tone, and theme." Each element is illustrated by examples from children's books, including poetry and informational books. Concluding each chapter are questions and activities requiring the reader to apply the principles discussed in the chapter. A Glossary of Literary Terms is appended.

75. Luthi, Max. *Once Upon a Time: On the Nature of Fairy Tales*. Bloomington, Indiana: Indiana University Press, 1976.

In this scholarly approach to folktales as works of art, Luthi discusses specific tales as prototypes of particular ways—sociological, psychological, structural, and stylistic—to probe the meanings of fairy tales and to illuminate their social functions and symbolism. A lengthy introduction by Francis Lee Utley provides a helpful overview of Luthi's discussion.

76. MacCann, Donnarae, and Olga Richard. *The Child's First Books: A Critical Study of Pictures and Texts*. New York: H. W. Wilson Company, 1973.

The major concern of this book, stated in the Preface, is to call attention to the "... body of good picture book literature [that] has gradually accumulated over the past seventy years ... so that children will have this literature offered to them in preference to inferior works." Toward this end, the authors devote five chapters to a critical discussion of illustrations, text, and design in contemporary picture books. Additional chapters present information on the history of picture book illustrations, book design, alphabet and concept books, and the Caldecott Award. Thirty-nine reproductions of exemplary illustrations reinforce points the authors make. The book concludes with a list of recommended picture books.

77. MacCann, Donnarae, and Gloria Woodard (Eds.). *The Black American in Books for Children: Readings in Racism*. Metuchen, New Jersey: The Scarecrow Press, 1972.

The basic tone of the selections in this book of readings by several writers is indicated by the editors in their introduction. They say, "We are left with the conclusion that in all modes of fiction, aesthetic and sociological criteria are not very often in conflict. Literary fantasies marred by racism have lost their original power to please even white audiences. And a writer cannot successfully produce black American realism unless he 'thinks black' to a considerable degree." Each of the twenty-three essays included in the book (drawn from sources such as *Interracial Books for Children*, *Publishers' Weekly*, *School Library Journal*, and *The New York Times Book Review*) appears in one of five sections: Black Perspective; The Basic Criterion; Racism in Newbery Prize Books; More Modern Examples [of racism]; Some Early Examples; and Racism and Publishing. Appended are brief notes on contributors.

78. Mason, Bobbie Ann. *The Girl Sleuth: A Feminist Guide*. Old Westbury, New York: The Feminist Press, 1975.

Series books, long criticized for their lack of literary quality, are the subject of this volume. The purposes of the volume are to 1) give critical attention to the structure and content of series books which feature heroines, 2) discuss their literary quality, 3) comment on their impact on young girls' imaginations, 4) examine the stereotypes which they promulgate, and 5) analyze elements which attract female readers between the ages of nine and fourteen. The author examines books which feature Honey Bunch, the Bobbsey Twins, Nancy Drew, the Dana girls, Judy Bolton, Trixie Belden, Cherry Ames, Beverly Gray, and Vicki

Barr. A list of seventeen series books featuring females as main characters is appended.

79. Rudman, Masha K. *Children's Literature: An Issues Approach*. Lexington, Massachusetts: D. C. Heath, 1976.

The author states in the Preface that the book, "... is meant as a reference and guide to critical evaluation of the treatment of issues in children's books." One chapter is devoted to each of the issues which include divorce, death, old age, war, sex, blacks, native Americans, and females. Each chapter includes 1) a discussion of the issue at hand; 2) evaluations of particular books which treat the issue; 3) suggested activities for adults, related to and extending the discussion of the issue; 4) activities for young readers designed to expand their critical reading of the books; 5) an annotated reference list of sources concerning the topic; and 6) an annotated bibliography of books for children from kindergarten through junior high school. Although some nonfiction books are included, the emphasis is on books of fiction. The final chapter presents specific ideas for using books in a reading program.

80. Sadker, Myra Pollack, and David Miller Sadker. *Now Upon a Time: A Contemporary View of Children's Literature*. New York: Harper and Row, 1977.

The authors' purpose is to explore ways in which children's books address crucial issues in contemporary society: family relationships, sex, growing old, death, the experiences of minorities, ecology, and war. Thus the authors emphasize the portrayal of particular issues and topics and give less attention to evaluation based on traditional literary analysis. Each section deals with a single issue and begins with a brief discussion of the issue followed by a detailed examination of books that deal with various aspects of the issue. A bibliography of books of fiction, suitable for children from kindergarten through junior high school and categorized according to age and grade levels, concludes each section. The two final chapters address the issue of censorship and present suggestions for teaching literature creatively. Reproductions of illustrations from children's literature decorate the book throughout. One of the appendices includes an annotated bibliography of books depicting the handicapped child.

81. Sayers, Frances Clarke. *Summoned by Books*. (Marjeanne Jensen Blinn, Compiler.) New York: Viking Press, 1965. This collection of fifteen essays and speeches by Frances Clarke Sayers, gleaned from a variety of sources, spans twenty-five

years of writing and speaking (1937-1962). Sayers' versatility and her varied experiences as librarian, professor, author, and storyteller are reflected in the variety of topics addressed in this collection: librarianship, children and books, and the telling and writing of tales.

82. Smith, James S. *A Critical Approach to Children's Literature*. New York: McGraw-Hill, 1967.

Both theoretical and practical concerns are addressed in this book, the primary purpose of which is to point out and clarify basic problems in the selection and use of children's literature. Underlying the discussion is the assumption that children's literature, like adult literature, involves aesthetic values and questions of form. The topics covered range widely and include a brief history of children's literature, a discussion of the various users of children's books (children and adults), critical comment on several kinds of children's books (classics, modern realism and fantasy, picture books, poetry, nonfiction), comments on cultural influences on children's reading, and practical suggestions for keeping abreast of a prolific field. Nonannotated bibliographies of books for children and adults conclude each chapter.

83. Tanyzer, Harold, and Jean Karl (Eds.). *Reading, Children's Books, and Our Pluralistic Society*. Newark, Delaware: International Reading Association, 1972.

The papers printed in this volume were presented at the Sixteenth Perspectives in Reading Conference which preceded the annual International Reading Association convention in 1972. The papers reflect the major concern of the conference, the possible contribution of children's books in the emergence of minority groups in American society. Presenting principally issues affecting blacks and Spanish Americans, the papers were presented by people who represent a range of professional endeavors—teachers, writers, authors. An annotated bibliography of bibliographies about minority groups concludes the book.

84. Townsend, John Rowe. *A Sense of Story*. New York: J. B. Lippincott, 1971.

Using traditional literary criteria, Townsend evaluates the work of nineteen contemporary American, British, and Australian writers for children. Following each essay is a biographical sketch of the writer and a list of his/her books arranged in order of publication. The authors included are Joan Aiken, L. M. Boston, H. F. Brinsmead, John Christopher, Helen Cresswell, Meindert De Jong, Eleanor Estes, Paula Fox, Leon Garfield,

Alan Garner, Madeleine L'Engle, William Mayne, Andre Norton, Scott O'Dell, Philippa Pearce, K. M. Peyton, Ivan Southall, Rosemary Sutcliff, and Patricia Wrightson.

85. Travers, P. L. *About the Sleeping Beauty*. New York: McGraw-Hill, 1975.

Travers' retelling of the Sleeping Beauty folktale opens this slender volume. It is followed by her essay which presents the tale as a myth dealing with the basic rhythms of life—birth, maturity, death—and as a symbol for that which sleeps within each of us, waiting to be awakened by an experience that makes us aware of ourselves. There follow five versions of the tale: "Donroschen" (Briar Rose) from *Grimm's Household Tales*; "La Belle au Bois Dormant" (The Beauty Sleeping in the Wood) from Perrault's *Fairy Tales*; "Sole, Luna, et Talia" (Sun, Moon, and Talia) from *The Pentamerone of Giambattista Basile*; "The Queen of Tubber Tyne" from *Myths and Folklore of Ireland*; and "The Petrified Mansion" from *Bengal Fairy Tales*.

86. Tucker, Nicholas (Ed.). *Suitable for Children? Controversies in Children's Literature*. Berkeley: University of California Press, 1976.

This collection of essays and reviews (mostly, but not entirely from the twentieth century) compares and contrasts views on what children enjoy reading, what adults expect children to read, and what effects books have on children. The twenty-five essays present contrasting views on fairy stories, comics, children's books and fears, children's classics, and the value of children's literature. The writers represented range from Charles Dickens and Mrs. Trimmer to James Britton and Jill Paton Walsh.

87. White, Mary Lou. *Children's Literature: Criticism and Response*. Columbus, Ohio: Charles E. Merrill, 1976.

The purpose of this book of twenty-seven readings is "... to draw examples of criticism of children's literature from the larger body of literary criticism using the framework of four theories: psychological, sociological, archetypal, and structural criticism." The first four chapters, each focusing on one of the four theories of criticism, are arranged in three parts: the first part presents an overview of the critical framework; the second part, which makes up the bulk of the chapter, presents essays that analyze children's stories according to the critical framework; and the third part presents questions and activities designed to extend the concepts presented in the chapter. The final chapter presents specific activities for helping children respond to literature.

See also entries numbered 2, 4, 6, 10, 11, 12, 14, 21, 23, 49, 114, 116, 128, 131, 134, 136, 139, 142, 144, 145.

PART 4

Histories

The history of children's literature from its beginning to the present is presented in the titles below. Included are comprehensive histories as well as books which deal with specific historical periods.

88. Bader, Barbara. *American Picture Books from Noah's Ark to the Beast Within*. New York: Macmillan, 1976.

This comprehensive history is an attempt to identify all of the published American picture books from the earliest to the present. After a brief introduction about the nature of the child and his response to picture books and about early picture books outside the United States, the book is organized by topic and by illustrator. The book is profuse with illustrations, in both color and black and white.

89. Cadogan, Mary, and Patricia Craig. *You're a Brick, Angela! A New Look at Girl's Fiction from 1839-1975*. London: Gollancz, 1976.

The history of girls' fiction is traced from 1839 to 1975. Each book is discussed in relationship to the society existing at the time of the book's publication and then is regarded from modern society's point of view. A British publication, the book comments on only those American books which have been widely read in England.

90. Eyre, Frank. *British Children's Books in the Twentieth Century*. New York: E.P. Dutton, 1971.

An update of the author's earlier book (1952), this history of twentieth century British children's literature is organized primarily by age levels from picture books for the young to novels for the older reader. The introductory chapter is an historical survey. Added are a brief section on children's literature in other countries of the British Commonwealth, a listing of award winners, and a bibliography of professional books.

91. Feaver, William. *When We Were Young: Two Centuries of Children's Book Illustrations*. New York: Holt, Rinehart and Winston, 1977.

The nearly 200 years of children's book illustrations are traced first in a brief text and then by plates of 108 illustrations. The book concludes with an annotated list of the illustrations.

92. Gillespie, Margaret. *Literature for Children: History and Trends*. Dubuque, Iowa: Wm. C. Brown Company, 1970.

The author presents a concise history of children's literature from its beginning to the modern age of children's books. In addition to the factual survey, she relates the influence of the trends and issues of the times to the major developments in the writing and publishing of children's books. Some reproductions of early illustrations are included. Questions, suggestions, and selected references at the end of each chapter would be helpful to the historical researcher.

93. Meigs, Cornelia, et al. *A Critical History of Children's Literature*, revised edition. New York: Macmillan, 1969.

This comprehensive history of children's literature throughout the world contains critical commentary along with the historical data. The chronological sequence is divided into four eras from the earliest roots of children's literature to 1967. Within each era, the text is organized topically.

94. Pellowski, Anne. *The World of Children's Literature*. New York: R. R. Bowker, 1968.

This reference book would be useful to the researcher doing a comparative study of children's literature in countries throughout the world. Nearly ninety countries are represented. For each country, the author has provided a brief history of children's literature and an annotated bibliography of books, journal articles, and monographs related to children's literature.

95. Townsend, John Rowe. *Written for Children*. Boston: The Horn Book, 1974.

A revision and expansion of a study first published in 1965, this outline of English language children's literature surveys children's books first published in Britain, America, and Australia from their beginnings to the present. Included in this edition are picture books and poetry. The author has been guided by the belief that children's books are a part of literature in general and should be judged by the criteria applied to adult books. He states that he has "... tried to discuss the best books of the best writers at reasonable length. ..." The books are discussed in chronological order according to publication date: Beginnings-1840, 1840-1915, 1915-1945, and 1945-present. Within each time period, books are classified according to major theme or purpose. Line

illustrations from many of the books mentioned enhance the study.

See also entries numbered 40, 45, 47, 57, 65, 70, 73, 76, 119, 139, 140, 144.

PART 5

Indexes

Indexes are indispensable tools for a wide range of persons who work with children's books. College teachers and students, librarians, and public school teachers and students all need quick references to sources when engaging in research, whether the purpose is scholarly writing, the development of classroom or library activities, or simply the identification of another book by a favorite author or illustrator. The most recently published indexes are included here; when appropriate, earlier editions are identified in the annotations.

96. Brewton, John E., Sara W. Brewton, and G. Meredith Blackburn
III. *Index to Poetry for Children and Young People, 1964-1969*. New York: H. W. Wilson Company, 1972.

The one hundred seventeen collections of poems for children and young people, for which this volume is a dictionary index, were chosen by consulting librarians and teachers in various parts of the United States. Included are collections for the very young child, for the elementary school grades, and for junior and senior high school age. The index includes title, subject, author, and first line entries. More than 11,000 poems by approximately 2,000 authors and translators are classified under more than 2,000 subjects. This volume is a third supplement to Brewtons' *Index to Poetry* (1942; first supplement, 1957; second supplement, 1965).

97. *Children's Books in Print*. New York: R. R. Bowker, annual. Published annually since 1969, this work is an author, title, and illustrator index to books published in the United States for children and currently in print. The 1977-1978 edition includes 39,250 titles available from nearly 900 United States publishers.

98. Ireland, Norma Olin. *Index to Fairy Tales, 1949-1972, Including Folklore, Legends, and Myths in Collections*. Westwood, Massachusetts: F. W. Faxon, 1973.

Four hundred six collections of fairy tales, legends, and myths published during the twenty-three year span are indexed by title and subject, and by author when appropriate.

99. La Beau, Dennis (Ed.). *Children's Authors and Illustrators: An Index to Biographical Dictionaries*. Detroit: Gale Research Company, 1976.

Twenty-six biographical dictionaries are indexed. Nearly 18,000 biographical sketches of authors and illustrators of literature for children are cited.

100. Silverman, Judith. *An Index to Young Readers' Collective Biographies*, second edition. New York: R. R. Bowker, 1975.

The listings in this index are collective biographies suitable for elementary and junior high school readers. Listings are by name of biographee, subject, and title of book.

101. Smith, Dorothy B., and Eva L. Andrews (Comps.). *Subject Index to Poetry for Children and Young People 1957-1975*. Chicago: American Library Association, 1977.

Two hundred sixty-three poetry anthologies not included in the 1957 edition are indexed in this supplement. Subject headings that reflect modern cultural, political, and social concerns have been added.

102. *Subject Guide to Children's Books in Print*. New York: R. R. Bowker, annual.

A companion to *Children's Books in Print*, this title has been published annually since 1969. It is a cross-referenced subject arrangement of books published in the United States for children and currently in print. The 1977-1978 edition classifies 39,250 titles in 8,000 categories.

103. Tarbert, Gary C. (Ed.). *Children's Book Review Index*. Detroit: Gale Research Company, Volumes 1-3, 1975-1977.

Children's book reviews which have appeared in over 250 periodicals are indexed in this cumulation of "Children's Book Review Index," published thrice annually. All entries also appear in *Book Review Digest* (Gale). Volume 1 has only an author index; subsequent volumes have both author and title indexes.

See also entry numbered 21.

PART 6

Research

This part includes books which report individual research studies and books which are reports or reviews of studies which have been published elsewhere. Teachers at all levels, librarians, and scholarly researchers will find these books of interest and value. Doctoral dissertations, masters' theses, and journal articles have not been included since they are reported in the annotated bibliography, *Research in Children's Literature*, compiled by Dianne L. Monson and Bette J. Peltola, published by the International Reading Association.

104. Applebee, Arthur N. *The Child's Concept of Story*. Chicago: University of Chicago Press, 1978.

Using data collected for his doctoral thesis, the author presents a study of language use, concept development, and responses to literature in children from ages two through seventeen. The study is divided into two parts. The first part examines patterns that emerge in stories told by children who, as they mature, create more complex structures involving situations outside their immediate experiences. The second part of the study reports on patterns in children's responses to stories heard or read, patterns that correspond with Piaget's stages of mental development. Throughout the study Applebee relates patterns of language use and response to works by Bruner, Piaget, Kelly, Vygotsky, Langer, and Britton. The study concludes with implications of the findings for the teaching of literature. Three appendices present tables and other data on which the study is based.

105. Favat, F. André. *Child and Tale: The Origin of Interest*. Urbana, Illinois: National Council of Teachers of English, 1977.

Comparing the characteristics of fairy tales collected or written by Charles Perrault, the Brothers Grimm, and Hans Christian Andersen with the characteristics of young children as described by Jean Piaget, Favat finds significant correspondences. From these findings, he hypothesizes on the decline of interest in fairy tales by older children. A significant implication of Favat's study

is his establishment of another method of analyzing children's reading interests.

106. Kujoth, Jean (Comp.). *Reading Interests of Children and Young Adults*. Metuchen, New Jersey: The Scarecrow Press, 1970.

A book of readings collected from professional journals, the focus is on the identification of reading interests and the factors which seem to influence those interests. The book is divided according to age groups, preschool through young adults.

107. Landau, Elliott D. (Ed.). *Teaching Children's Literature in Colleges and Universities*. Urbana, Illinois: National Council of Teachers of English, 1968.

This study by the Committee to Study the Teaching of Children's Literature in Colleges and Universities (NCTE) reports the findings of a survey sent to 573 persons who teach courses in children's literature. The purpose of the survey was to determine the state of the teaching of children's literature. Included in the findings are such items as course content and materials and techniques used in teaching the courses. The study concludes with a summary and recommendations.

108. Monson, Dianne L., and Bette J. Peltola (Comps.). *Research in Children's Literature*. Newark, Delaware: International Reading Association, 1976.

A current title in the IRA Annotated Bibliography Series, this booklet is divided into four parts. Part 1 contains primarily abstracts of doctoral dissertations completed from 1960-1974; Part 2 contains journal articles (not annotated) published from 1965-1974; Part 3 reports other research publications (not annotated) such as books and monographs, bibliographies, and master's degree theses; and Part 4, the index, is especially designed to aid the reader in locating research studies according to type, content, and technique.

109. Odland, Norine. *Teaching Literature in the Elementary School*. Urbana, Illinois: National Council of Teachers of English, 1969.

The author reviews first some recommended practices for teaching literature in the elementary school. Scrutinized are such concerns as objectives of library programs, curriculum guides, textbooks, and standards for teacher preparation. The contributions of research to the teaching of literature are examined, as are the influences of various curriculum designs. Conclusions and recommendations complete the report.

110. Purves, Alan C., and Richard Beach. *Literature and the Reader*. Urbana, Illinois: National Council of Teachers of English, 1972.

Subtitled "Research in Response to Literature, Reading Interests, and the Teaching of Literature," the book is a review of research of interest to elementary, secondary, and college teachers. Each section contains an extensive bibliography.

111. Terry, Ann. *Children's Poetry Preferences: A National Survey of Upper Elementary Grades*. Urbana, Illinois: National Council of Teachers of English, 1974.

This report of the author's doctoral dissertation summarizes children's poetry preferences according to type, topic, poetic devices, and age. Implications of the study for the teaching of poetry in the upper elementary grades conclude the study.

See also entry numbered 139.

PART 7

Teaching Methodology

Most of the books included in this part are meant for use by the elementary teacher; however, the contents of the books can be adapted for use by any adult who works with children and books. Some of the books are concerned with methodology in general and others focus on specific areas such as poetry, folk literature, storytelling, and creative dramatics. The books selected present theoretical bases of methodology translated into practice. Not included here are "recipe" or how-to-do-it books of classroom activities.

112. Baker, Augusta, and Ellin Greene. *Storytelling: Art and Technique*. New York: R. R. Bowker, 1977.

Written primarily for librarians in public and school libraries, this book should also prove helpful to teachers and other persons working with children. Various chapters deal with the history of storytelling in the United States; the selection, preparation, and presentation of stories; the telling of stories to children with special needs; and the planning and administration of storytelling programs. Appended is an extensive nonannotated bibliography of sources of stories for storytelling, arranged by topic and by age levels.

113. Bamman, Henry, Mildred Dawson, and Robert Whitehead. *Oral Interpretation of Children's Literature*, second edition. Dubuque, Iowa: Wm. C. Brown Company, 1971.

That appreciation of literature can be developed through oral interpretation is the premise of the authors of this book. A guide to the principles underlying oral interpretation and to suggested techniques and materials, the book includes chapters on choral reading, creative dramatics, storytelling, and the oral reading of prose and poetry.

114. Carlson, Ruth Kearney (Ed.). *Folklore and Folktales Around the World*. Newark, Delaware: International Reading Association, 1972.

The purpose of this collection of papers presented at the IRA Annual Convention in 1970 is to call attention to the role of

traditional literature in promoting world understanding. Implicitly, each paper suggests ways that folktales can be used with young people. An extensive bibliography (not annotated) is compiled by geographical areas or countries.

115. Carlson, Ruth Kearney (Ed.). *Literature for Children: Enrichment Ideas*, second edition. Dubuque, Iowa: Wm. C. Brown Company, 1976.

Designed primarily for the elementary teacher, the book is a discussion of materials and activities which can enrich the literature program as well as the various curricular areas in the elementary school classroom. Selected references for children and selected professional references conclude each chapter.

116. Catterson, Jane (Ed.). *Children and Literature*. Newark, Delaware: International Reading Association, 1970.

These selected papers from the 1969 IRA Annual Convention have as their collective purpose the promotion of quality literary experiences in elementary and secondary curricula. Three groups of papers are included: "The Point of View" ranges from literature in the classroom to literature in the world at large; "Choosing the Books" discusses guidelines for book selection and recommends specific titles; and "Using the Books" discusses methods and techniques for teaching literature.

117. Chambers, Aiden. *Introducing Books to Children*. Boston: The Horn Book, 1975.

It is the belief of the author that before children can meet success and satisfaction in the directed study of literature, they must become avid readers. This book, directed to the beginning teacher, discusses rationales and strategies for helping children to make strides toward rich, enjoyable reading experiences. Each of the ten interrelated chapters ends with references for further reading.

118. Chambers, Dewey W. *Children's Literature in the Curriculum*. Chicago: Rand McNally, 1971.

The author states in his introduction that this book is a plea for the inclusion of children's literature as an integral part in the elementary school curriculum. He, therefore, presents theories developed into practices for integrating children's literature with reading, social studies, science, and the arts. Each chapter concludes with suggested readings and activities for the teacher.

119. Chambers, Dewey W. *Literature for Children: Storytelling and Creative Drama*. Dubuque, Iowa: Wm. C. Brown Company, 1970.

The author feels that the oral tradition of literature is often being neglected and that every teacher can be a successful storyteller and leader of creative dramatics. He explores briefly the history of oral literature and then presents guidelines for the selection and preparation of materials and for the development of techniques of storytelling and creative dramatics. Selected references suggest further readings for the teacher.

120. Coody, Betty. *Using Literature with Young Children*. Dubuque, Iowa: Wm. C. Brown Company, 1973.

Although this book is designed primarily for teachers, it could be useful to any adult working with children ages one to eight years. The emphasis of the book is on methods of bringing children and the appropriate books together through such activities as storytelling, dramatization, language experiences, and art. Each chapter concludes with an annotated bibliography of children's books and a bibliography for the adult.

121. Decker, Isabelle M. *One Hundred Novel Ways with Book Reports*. New York: Citation Press, 1969.

The "name-of-the-book-author-why-you-like-it" book report has long been the bane of the student. The author feels that although the reading of literature is of primary concern, sharing of that reading can and should be encouraged through book reports. She offers 100 creative ways to promote sharing through written, oral, and graphic communication. Although developed for older children, the ideas can be adapted for all age levels.

122. Hopkins, Lee Bennett. *Pass the Poetry, Please!* New York: Citation Press, 1972.

This book is designed to aid the teacher in bringing children and poetry together. The author identifies specific poetry, teaching techniques, and media materials which have been used successfully in the classroom. One section suggests materials and techniques to inspire children to write poetry. Annotated lists of volumes of poetry appear throughout the sections and in the appendix.

123. King, Martha L., et al. (Eds.). *A Forum for Focus*. Urbana, Illinois: National Council of Teachers of English, 1973.

Subtitled "The Language Arts in the Elementary School," this book of readings explores the language arts curriculum from varying points of view. Part 6 is devoted to literature. Papers by six authors discuss the role of literature in the elementary school curriculum.

124. Larrick, Nancy. *A Parent's Guide to Children's Reading*, fourth edition. New York: Bantam Books, 1975.

Although written primarily for the parent, this book is useful for any adult involved with children and their books. Influences upon children's reading attitudes, habits, and interests; methods of teaching reading; and means for getting books are discussed. The book concludes with an extensive bibliography (briefly annotated) of print and nonprint materials for children.

125. Meek, Margaret, Aidan Warlow, and Griselda Barton. *The Cool Web: The Pattern of Children's Reading*. London: The Bodley Head, 1977.

The purpose of this collection of fifty-one essays is to focus attention on the reading experience, particularly in relation to the reading of narrative fiction. The readings address themselves to questions such as: "What do children actually get out of reading?" "Do all children profit equally?" "Can we be so sure about what a good book is without reference to the reader?" The editors feel that the emphasis on the reader affects the way one looks at authors, critics, publishers, and librarians. Appended is a brief annotated bibliography of studies and surveys of children's literature.

126. Montebello, Mary S. *Literature for Children: Children's Literature in the Curriculum*. Dubuque, Iowa: Wm. C. Brown Company, 1972.

The author recognizes that literature has utilitarian values as well as aesthetic values. The contributions that children's literature can make to curricula in the language arts, the sciences, and the aesthetics are discussed. Specific suggestions of materials and teaching techniques are included. An extensive bibliography of fiction and nonfiction tradebooks is added.

127. Moore, Vardiné. *Preschool Story Hour*, second edition. Metuchen, New Jersey: The Scarecrow Press, 1972.

Designed to help the librarian conduct story hours for preschoolers, the ideas presented in this book may be adapted to book sharing activities in the home, nursery school, and/or kindergarten. With an emphasis on bringing children and books together in happy and meaningful encounters, the author discusses various elements that contribute to successful story hours: preschool children and their characteristics, the storyteller and the planning of the story hour, physical arrangements, the role of the parent, related activities (finger plays, group games, rhythmic play), and the selection of appropriate books. Most chapters conclude with suggestions for further reading.

Included in the chapter on book selection is an extensive, briefly annotated list of books appropriate for preschool story hours.

128. Painter, Helen W. *Poetry and Children*. Newark, Delaware: International Reading Association, 1970.

Although this publication emphasizes the teaching of poetry in the elementary school classroom, several brief chapters present lucid and helpful discussions about poetry in general. Poetry is defined by eminent poets and critics; elements of poetry are pointed out; and technical aspects of poetry are explained. Suggestions for guiding children into poetry comprise the major portion of the book and include advice on teacher attitude, occasions to use poetry, reading poetry aloud, boys and poetry, using nature poetry, and memorization. An extensive nonannotated bibliography of sources about poetry and sources of poetry for children concludes the book.

129. Parker, Elizabeth Ann. *Teaching the Reading of Fiction: A Manual for Elementary School Teachers*. New York: Teachers College Press, 1969.

Designed for the teacher of children ages eight through twelve, this manual can aid the teacher to move beyond teaching basic reading skills into the realms of interpretation and criticism. Reading abilities such as the analysis of the elements and structure of prose fiction are identified and discussed. Techniques for teaching are suggested.

130. Ross, Ramon R. *Storyteller*. Columbus, Ohio: Charles W. Merrill, 1972.

Step-by-step suggestions are given for the selection and development of materials and techniques for the oral presentation of literature. Included are such oral activities as storytelling, choral reading, flannel board stories, puppetry, and singing. Annotated bibliographies appear throughout the book.

131. Sloan, Glenna Davis. *The Child as Critic: Teaching Literature in the Elementary School*. New York: Teachers College Press, 1975.

An advocate of the Northrop Frye theory of literature, the author believes that the language arts curriculum in the elementary school should be unified with literature at its center. Chapters 1-4 of the book define and defend the theory and chapters 5-7 develop the theory into practice. Examples of specific teaching techniques are included.

132. Wagner, Joseph A. *Children's Literature through Storytelling*. Dubuque, Iowa: Wm. C. Brown Company, 1970.

Guidelines are presented for the selection of stories and for the development of techniques for storytelling and dramatic play. Examples are found throughout the book.

133. Whitehead, Robert. *Children's Literature: Strategies of Teaching*. Englewood Cliffs, New Jersey: Prentice-Hall, 1968.

The author feels that literature activities can help children extend their appreciation of literature and that these activities should be part of a planned literature program. The book is devoted primarily to specific methods of developing such activities through oral and written communication, through the creative arts, and through literature games and puzzles.

134. Witucke, Virginia. *Literature for Children: Poetry in the Elementary School*. Dubuque, Iowa: Wm. C. Brown Company, 1970.

Designed for the adult who wishes to bring children and poetry together, the book begins with a definition of poetry, identification of various verse forms, and some literary devices used by poets. The remainder of the book is a guide to the selection and use of poetry for children. Selected references are found throughout the book.

135. Ziskind, Sylvia. *Telling Stories to Children*. New York: H. W. Wilson, 1976.

The purpose of this book is to convey practical ways to develop skills in the art of storytelling. It includes procedures appropriate for the novice as well as for the experienced storyteller, thus appealing to the interests and meeting the needs of adults who work with children in many capacities. Included are chapters on selecting, learning, and telling stories and poetry; on planning story hours; and on related activities such as creative dramatics and finger plays. An extensive bibliography (for adults, not annotated) of books and periodicals about facets of storytelling concludes the book.

See also entries numbered 18, 19, 20, 49, 53, 62, 64, 79, 80, 87, 109, 111, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145.

PART 8

Textbooks

Textbooks are designed primarily for use in college courses in children's literature; however, the books are also excellent references for elementary classroom teachers and librarians. Points of view differ from one textbook to another. Many have a genre approach; others focus on child development and its relationships with children's books, on literary excellence, or on the role of children's literature in the school curriculum. Typically, the content of a textbook includes an overview of the broad field of children's literature, criteria for the selection and evaluation of children's books, some methodology, bibliographies of books for children, and bibliographies of professional books for adults.

136. Anderson, William, Patrick Groff, and Ruth Robbins. *A New Look at Children's Literature*. Belmont, California: Wadsworth Publishing, 1972.

The authors' "new look" is the application of the fundamental elements of literary criticism—structure, plot, character, style, and archetype—to children's literature. The book is organized by genre. A short section on methodology and an extensive annotated bibliography conclude the text.

137. Cullinan, Bernice E., and Carolyn W. Carmichael (Eds.). *Literature and Young Children*. Urbana, Illinois: National Council of Teachers of English, 1977.

Basically, this book of readings is concerned with the role of literature in the intellectual and social development of the preschool child. Some methodology is included. An annotated bibliography of 100 recommended books and authors for young children would be useful for nursery school and kindergarten teachers.

138. Gillespie, Margaret C., and John W. Conner. *Creative Growth through Literature for Children and Adolescents*. Columbus, Ohio: Charles E. Merrill, 1975.

This text develops the child-literature relationship from a child development point of view. Age levels from the preschool years to

the later adolescent years are included. At each level, books in various literary genres are related to the intellectual, social, and physical development of the child. Some methodology and an annotated bibliography are included at each age level.

139. Huck, Charlotte S. *Children's Literature in the Elementary School*, third edition. New York: Holt, Rinehart and Winston, 1976.

The twelve chapters of this comprehensive general text and reference book are divided into three sections. Part 1 deals with the history of children's literature and the relationship between books and the developmental characteristics of children. Part 2 presents detailed discussions of children's books arranged according to genre. Part 3 emphasizes the use of children's books in the elementary school classroom. Extensive nonannotated bibliographies of children's books and related readings conclude each chapter.

140. Lichteig, Mary J. *An Introduction to Children's Literature*. Columbus, Ohio: Charles E. Merrill, 1975.

Using a genre approach, the author introduces the reader to a great variety of children's books, traditional and modern. An extensive bibliography (not annotated) is included in each genre. In addition, the history of children's literature, book selection, bibliotherapy, and methodology are discussed briefly in four separate chapters.

141. Lonsdale, Bernard J., and Helen K. Mackintosh. *Children Experience Literature*. New York: Random House, 1973.

That children can be helped to develop socially and intellectually through literary experiences is the basic premise of the authors of this textbook. Although designed primarily as a textbook for college classes in children's literature, the book would also be useful as a reference for elementary school teachers and curriculum directors and for parents. Each chapter concludes with suggested activities to extend the literary experiences of the adult and of the child.

142. Sebesta, Sam L., and William J. Iverson. *Literature for Thursday's Child*. Chicago: Science Research Associates, 1975.

The material in this textbook, organized primarily by genre, is an integration of literary purposes, evaluative criteria, and methodology. The authors' stated belief is that theory should not be separated from practice. Specific teaching ideas and lists of recommended books and materials are interspersed throughout the text.

143. Smith, James A., and Dorothy M. Park. *Word Music and Word Magic: Children's Literature Methods*. Boston: Allyn and Bacon, 1977.

Designed for preservice and inservice teachers, this book promotes children's literature as the center of the elementary school curriculum. Methods and materials, selected and discussed from a child development point of view, exemplify the authors' basic philosophy. Suggested activities for the college student and for the classroom teacher conclude each chapter.

144. Sutherland, Zena, and May Hill Arbuthnot. *Children and Books*, fifth edition. Glenview, Illinois: Scott, Foresman, 1977.

Like the earlier editions by Arbuthnot, this literary approach to children's literature is by genre. New in this edition is the inclusion of three chapters on methodology and one chapter on early childhood. The book is designed for use as a textbook in the college classroom. Most chapters conclude with adult references and references for children.

145. Tiedt, Iris M. *Exploring Books with Children*. Boston: Houghton Mifflin, 1979.

A genre approach is used in this comprehensive text which discusses books for children, preschool through the elementary school grades. Each of seven chapters devoted to one type of book includes specific suggestions for using that genre in the classroom. Additional chapters present an overview of children's literature, provide suggestions for teaching reading with trade books, and discuss current issues and trends in books for children. Each chapter concludes with a nonannotated bibliography of readings for adults in children's literature.

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